

Celebrating together



A multistage unit for K-6 HSIE

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



Focus strand: *Cultures*
Focus outcomes: *Cultural Diversity*

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Curriculum Support Directorate

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SCIS Number: 1014614

ISBN: 0 7313 5996 8

Preface

Celebrating together provides opportunities for students to explore the cultural diversity of communities within Australia and the world through the study of celebrations. It incorporates family, community, national, international, cultural and religious celebrations and how these reflect the values and beliefs of a particular group. It aims to develop intercultural understandings and examines the issues of prejudice and racism. Students are also given opportunities to clarify, apply and evaluate their own attitudes and values as citizens of a multicultural society.

The approach to developing *Celebrating together* has been to focus on the outcomes and relevant subject matter within one sub-strand, Cultural Diversity (see table 1). Planning teaching and learning activities that meet the Cultural Diversity outcomes means that the other sub-strand of Identities (Cultures) is not taught, but will be included in another unit.

The purpose of this approach is to allow the teacher and students in a multistage classroom to be clear on the outcomes towards which they are working. If the teacher clearly defines the content area and provides interrelated learning activities, explicit teaching is more likely to be manageable in the multistage environment.

In implementing this unit teachers should aim to include local content where appropriate. This will involve using local resources, such as community people and groups, as well as including local festivals and celebrations, so the unit is relevant to the students' experiences at your school. Teachers may also choose to alter the focus of which celebration is being taught, depending on the time of year. For example, in Term 1, Stage 1 students may study Easter celebrations rather than birthdays.

This resource is the first in a series of resources being developed by teachers for situations where multiage classes include more than one stage of learning.

They are to be seen predominantly as a model for multistage arrangements in HSIE rather than as an exemplary unit.

Acknowledgements

The New South Wales Department of Education and Training would like to thank the following individuals for their assistance:

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Contents

About this resource	6
Introduction: Think, value, act	8
Part A: Celebrations and their purpose	10
Part B: Celebrating important days	12
Part C: How celebrations are alike and different	14
Part D: How people celebrate	18
Part E: Festival study	22
Part F: Diversity around us	24
Part G: Celebrating diversity	26
Resources	28
Student worksheets	31
Student handouts	44
OHT originals	52
Teacher information	54

About this resource

Intended audience

This resource is intended for teachers of students in multistage classes, in small-school situations.

The resource

Celebrating Together has been developed by experienced teachers working in small schools in the Coffs Harbour district. The teachers have worked on the project with the support of the K-6 HSIE Consultant and officers in the Curriculum Support Directorate.

Outline of the resource

- Teaching program: the shading indicates that activities are being taught across stages but students are working towards different outcomes.
- Student worksheets
- Student handouts
- Overhead transparency originals
- Teacher information.

Suggested time: 7-9 weeks (about 14 hours)

All activities are suggestions only and may need to be modified or replaced according to the individual situation. Teachers are also encouraged to create additional indicators that illustrate expected outcomes and to look for additional relevant indicators in the work of their students.

Sub-strand: Cultural diversity: *Celebrating together*

Table I

	OUTCOMES	SUBJECT MATTER
STAGE 1	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.	<ul style="list-style-type: none"> • Similarities and differences between ways in which families express their culture e.g. celebrations • Customs and practices important to students, including celebrations • Belief systems of groups and families in your community and in other communities • Aboriginal people's relationship to the land • Languages spoken by other groups and families • Traditional and religious stories important to students, beginning with Dreaming stories
STAGE 2	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.	<ul style="list-style-type: none"> • Major customs and celebrations of religious and other community groups • Places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land • The diversity of groups within and between communities • Origins and backgrounds of people in the local community • The original Aboriginal languages spoken in the local community area • Traditional and religious stories about significant people and entities of major world religions
STAGE 3	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.	<ul style="list-style-type: none"> • Traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia-Pacific region • The cultural diversity of Australia and other nations • Origins of place names and other words and expressions • Nationally remembered days, e.g. Wattle Day, NAIDOC, Australia Day

INTRODUCTION: *Think, value, act*

Stage 1		Stage 2
Role-play, discussion. Teacher-directed.		Role-play, discussion. Teacher-directed.
Activity	Outcomes and indicators	Activity
<p>Ref: Board of Studies, <i>HSIE K-6 Units of Work</i>, p. 203, <i>Role-play</i>.</p> <p>Distribute Student handout 1A: <i>Role-plays</i>. Give students time to read and discuss each of the scenarios, in small groups. Cast students in roles. Perform role-play.</p> <p>Discuss each scenario:</p> <ul style="list-style-type: none"> • What was the dilemma? • What did you finally decide to do? • Do you think you acted properly? • If not, how might you have acted differently? <p>Debrief participants in the role-play.</p> <p>Ask students to reflect on any situations when they have seen or heard people being insulted or hurt. How did you react? Why were they discriminated against?</p> <p>Class reach a conclusion and form generalisations.</p> <p>Present each small group with Student handout 1B: <i>Discussion cards</i>. With older students leading each group, discuss issues. Follow up by a whole-class discussion on each group's findings. Key ideas may be recorded for class display.</p> <p>Australia is a multicultural country. Brainstorm what this means to you.</p>	<p>CUS1.4</p> <p>Describes the cultural linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Recognises prejudice and discrimination. • Explains strategies for dealing with prejudice and discrimination. • Identifies the effects of prejudice on an individual or group. • Gives examples of cultural influences on their community. 	<p>Ref: Board of Studies, <i>HSIE K-6 Units of Work</i>, p. 203, <i>Role-play</i>.</p> <p>Distribute Student handout 1A: <i>Role-plays</i>. Give students time to read and discuss each of the scenarios, in small groups. Cast students in roles. Perform role-play.</p> <p>Discuss each scenario:</p> <ul style="list-style-type: none"> • What was the dilemma? • What did you finally decide to do? • Do you think you acted properly? • If not, how might you have acted differently? <p>Debrief participants in the role-play.</p> <p>Ask students to reflect on any situations when they have seen or heard people being insulted or hurt. How did you react? Why were they discriminated against?</p> <p>Class reach a conclusion and form generalisations.</p> <p>Present each small group with Student handout 1B: <i>Discussion cards</i>. With older students leading each group, discuss issues. Follow up by a whole-class discussion on group's findings. Key ideas are recorded for class display.</p> <p>Australia is a multicultural country. Brainstorm what this means to you.</p>
<p>ENGLISH TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <ul style="list-style-type: none"> • Use turn-taking, questioning and other behaviours related to class discussions. • Experiment with varying voice, tone, volume and pace to indicate emotions. 		<p>ENGLISH TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.</p> <ul style="list-style-type: none"> • Perform, giving some consideration to use of voice and gestures. • Respond to different viewpoints in discussions.

Stage 2 (cont.) Suggested time: 40 minutes.	Stage 3 Role-play, discussion. Teacher-directed. Suggested time: 45 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Explains issues such as discrimination based on race, skin colour, language and religion. Identifies strategies for dealing with prejudice. Describes own level of acceptance of different racial, ethnic, national and religious groups. 	<p>Ref: Board of Studies, <i>HSIE K-6 Units of Work</i>, p. 203, <i>Role-play</i>.</p> <p>Distribute Student handout 1A: <i>Role-plays</i>. Give students time to read and discuss each of the scenarios, in small groups. Cast students in roles. Perform role-play.</p> <p>Discuss each scenario:</p> <ul style="list-style-type: none"> What was the dilemma? What did you finally decide to do? Do you think you acted properly? If not, how might you have acted differently? <p>Debrief participants in the role-play.</p> <p>Ask students to reflect on any situations when they have seen or heard people being insulted or hurt. How did you react? Why were they discriminated against? Class reach a conclusion and form generalisations.</p> <p>Present each small group with Student handout 1B: <i>Discussion cards</i>. With older students leading each group, discuss the issues. Follow up by a whole-class discussion on each group's findings. Key ideas may be recorded for class display.</p> <p>Australia is a multicultural country. Brainstorm what this means to you.</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> Explores dilemmas associated with prejudice and discrimination. Recognises examples of racism and its impact on an individual or group. Develops an awareness of own level of acceptance of different racial, ethnic, national and religious groups. Identifies aspects of cultural diversity that exist in Australia today.
	<p>ENGLISH TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation on skills and strategies and listens attentively.</p> <ul style="list-style-type: none"> Speak with clarity and use appropriate intonation, volume and pauses when presenting. Make a decision to work constructively with a peer to solve a problem. 	

PART A: Celebrations and their purpose

Stage 1		Stage 2
Floorstorm, discussion, defining. Teacher-directed.		Floorstorm, discussion, defining. Teacher-directed.
Suggested time: 60 minutes.		
Activity	Outcomes and indicators	Activity
<p>Display a variety of celebration pictures on the floor e.g. weddings, places of worship, parades, clothing, community and sporting events.</p> <p>Ask the students to complete a floorstorm. Ref: <i>Choosing literacy strategies that work, Stage 2</i>, page 97.</p> <p>Share responses and discuss pictures.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What do you think is being celebrated? • Who is in the picture? • What special foods, decorations, gifts, clothing, greetings can you see? • Where is it happening? e.g. church, home, park, street. • What time of year is it? e.g. winter, summer, snow, sunshine. <p>As a group discuss the meaning of <i>celebration</i> and <i>ritual</i>. Look up definitions in the dictionary and record.</p> <p>Classify celebration pictures and write suggested headings on tag e.g. weddings, parades, dance, food.</p> <p>Create a class display using pictures and tags, floorstorm words and definitions.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Gathers and organises information about a variety of celebrations. • Identifies practices and rituals that reflect the beliefs of families and community groups. • Gives reasons why people celebrate. 	<p>Display a variety of celebration pictures on the floor e.g. weddings, places of worship, parades, clothing, community and sporting events.</p> <p>Ask the students to complete a floorstorm. Ref: <i>Choosing literacy strategies that work, Stage 2</i>, page 97.</p> <p>Share responses and discuss pictures.</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What do you think is being celebrated? • Who is in the picture? • What special foods, decorations, gifts, clothing, greetings can you see? • Where is it happening? e.g. church, home, park, street. • What time of year is it? e.g. winter, summer, snow, sunshine. <p>As a group discuss the meaning of <i>celebration</i> and <i>ritual</i>. Look up definitions in the dictionary and record.</p> <p>Classify celebration pictures and write suggested headings on tag e.g. weddings, parades, dance, food.</p> <p>Create a class display using pictures and tags, floorstorm words and definitions.</p>
<p>ENGLISH TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p> <ul style="list-style-type: none"> • Uses a comment or question to expand on an idea in a discussion. • Listens to and shows respect for the contribution of others in class discussions. 		<p>ENGLISH TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.</p> <ul style="list-style-type: none"> • Participates in class discussions on a variety of subjects. • Describes people, places and things in detail.

Stage 2 (cont.) Suggested time: 60 minutes.	Stage 3 Video, classifying, defining. Groups. Suggested time: 60 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> • Gathers and examines information about celebrations in the local and other Australian communities. • Recognises that groups celebrate events according to their beliefs. • Identifies practices belonging to different groups and celebrations. 	<p>Students view video of celebrations. Teacher needs to pre-tape video clips, such as ABC logos, items on news, segments from documentaries, etc. During viewing students list celebrations or rituals.</p> <p>Teacher refers to Teacher information 1: <i>Why we celebrate</i>. Classify these celebrations or rituals according to their purpose. Display OHT 1: <i>Why we celebrate</i> to assist students with classifications. For example:</p> <ul style="list-style-type: none"> • Burning incense at a shrine is a religious ritual to honour that god • Street parade in Jacaranda Festival is a community celebration to promote community spirit • Australia Day is a national celebration to mark a day in history and to promote citizenship. <p>Provide students with a list of words related to celebrations: Student handout 2: <i>Celebration words</i>. Write the meaning of given words, using a dictionary if necessary.</p> <p>In pairs plan a short skit to demonstrate the meaning of words on Student handout 2. Perform to class.</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> • Gathers and examines information about the origin and purpose of multicultural celebrations in Australia. • Explains key aspects of other cultures. • States beliefs and practices celebrated by various cultural groups in Australia.
	<p>TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p> <ul style="list-style-type: none"> • Gives considered reasons for opinions and listens to those of others. • Explores ideas and topics in a group set up by the teacher. 	

PART B: Celebrating important days

Stage 1		Stage 2
Brainstorm, discussion, Internet. Groups and teacher-directed.		Shared reading, brainstorm, Internet. Teacher-directed and independent.
Activity	Outcomes and indicators	Activity
<p>Hand out Student worksheet 1: <i>Birthday word web</i>.</p> <p>In mixed ability groups, brainstorm ways birthdays are celebrated.</p> <p>Use words or pictures to record ideas, e.g. cards, presents, special meals, cake, party, dress, games.</p> <p>Share information recorded and note similarities and differences.</p> <p>Students use clickable worksheet <i>Celebrations</i> Ref: www.midcoast.com.au/~ttc/celebrations.html</p> <p>Read birthday questions and follow links.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • birthday traditions around the world • family birthday customs. 	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Gathers and organises information about a variety of celebrations. • Identifies practices and rituals that reflect the beliefs of families and community groups. • Gives reasons why people celebrate. 	<p>Read extract “My Girragundji”. Ref: <i>Australian readers. Discovering Democracy, Middle Primary Collection</i>, p. 28</p> <p>Discussion points (see teacher guide, p. 9):</p> <ul style="list-style-type: none"> • What makes the day special? • Why might this place be important? • Do all Australians participate in this ritual? • What is a rite of passage? • Is this text an example? <p>For teacher information on rites of passage: www.hsc.csu.edu.au/religion/courses</p> <p>Students list other celebrations or rituals they know that occur in the family, the community and Australia.</p> <p>Students use web sites to broaden list of celebrations: e.g. www.abc.net.au/civics/celebrations www.midcoast.com.au/~ttc/celebrations.html</p>
<p>ENGLISH TS1.2 Interacts in more extended way with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <ul style="list-style-type: none"> • Follows instructions on how to complete an activity. • Listens and contributes frequently to small-group interaction. 		<p>ENGLISH TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.</p> <ul style="list-style-type: none"> • Responds to different viewpoints in a discussion.

Stage 2 (cont.)	Stage 3					
Suggested time: 90 minutes.	Shared reading, listening & hypothesis. Teacher-directed & independent.	Suggested time: 90 minutes.				
Outcomes and indicators	Activity	Outcomes and indicators				
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none">• Gathers and examines information about celebrations in the local and other Australian communities.• Summarises key ideas from texts about belief systems of different groups.• Identifies different ways that Australians celebrate.	<p>Read extract “My Girragundji”. Ref: <i>Australian Readers. Discovering Democracy, Middle Primary Collection</i>, p. 28</p> <p>Discussion points (see teacher guide, p. 9):</p> <ul style="list-style-type: none">• What makes the day special?• Why might this place be important?• Do all Australians participate in this ritual?• What is a rite of passage?• Is this text an example? <p>For teacher information on rites of passage: www.hsc.csu.edu.au/religion/courses</p> <ul style="list-style-type: none">• Students name rituals or celebrations that mark a stage in life, e.g. 21st birthday, wedding, christening, anniversary, initiation, funeral.• Using Student handout 3: <i>Rites of passage: funerals</i> or a range of non-fiction texts, complete a T-chart to compare a rite of passage ceremony from the two different cultures. <table border="1"><tr><td>India</td><td>Irian Jaya</td></tr><tr><td></td><td></td></tr></table> <ul style="list-style-type: none">• Give reasons why ceremonies marking the same event vary from place to place and from group to group.	India	Irian Jaya			<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none">• Lists reasons why people create ceremonies to mark important occasions.• Compares and contrasts celebrations and their cultural origins.• Identifies differences between how cultural groups celebrate an event.
India	Irian Jaya					
	<p>ENGLISH TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p> <ul style="list-style-type: none">• Clarifies comments made by others by using rephrasing.• Uses a range of strategies to participate in small-group discussion.					

PART C: How celebrations are alike and different

Stage 1		Stage 2						
Recording (Venn diagram). Teacher-directed.		Recording (Matrix). Group.						
Activity	Outcomes and indicators	Activity						
Complete a Venn diagram drawn on chart paper or chalkboard to show similarities and differences between ways groups celebrate birthdays.	<p>CSU1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> Describes some similarities and differences between the ways people celebrate events. 	<p>Compile a retrieval chart of celebrations using ideas listed by students. Use chart paper and textas to record:</p> <table border="1"> <thead> <tr> <th>Celebration</th><th>Type</th><th>Purpose</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Display OHT 1: <i>Why we celebrate</i>, to assist students in stating the type and purpose of celebration.</p>	Celebration	Type	Purpose			
Celebration	Type	Purpose						
Stage 1		Stage 2						
Discussion recording. Teacher-directed and independent.		Writing, joint construction. Teacher-directed.						
<p>Discuss what students' families celebrate and how they do this.</p> <p>Distribute Student worksheet 2: <i>How I celebrate</i>. Each student chooses a celebration and records details.</p>	<p>CUS 1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> Explains the purpose of a celebration. Identifies significant cultural and religious events in the community. Lists customs, symbols and practices recognised by own family and by groups in the community. 	<p>Complete a joint construction: Student worksheet 3: <i>Investigation of a celebration</i>. Teacher can use this as an OHT, draw it on chalkboard or chart paper.</p> <p>Using Student handout 4: <i>Tibetan Buddhist New Year</i>, students read and find key ideas to complete Student worksheet 3.</p> <p>Discuss other sources for gathering information. Form pairs and, using retrieval chart from previous lesson, select a topic for research.</p>						
<p>ENGLISH WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <ul style="list-style-type: none"> Writes a short statement or short text for different purposes. Uses drawings to accompany texts where relevant. 		<p>ENGLISH WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.</p> <ul style="list-style-type: none"> Identifies key words and phrases. Contributes to joint text construction activities. 						

Stage 2 (cont.) Suggested time: 40 minutes.	Stage 3 Comprehension (Mind map). Independent. Suggested time: 40 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Identifies different ways that Australians celebrate. States the purpose of celebrations, e.g. religious, cultural, national, community, family. 	<p>Distribute Student handout 5: <i>The importance of water.</i></p> <p>Students read the handout and produce a mind map exploring the significance of water in various spiritual practices, e.g. christening, Dreaming stories, sacred rivers...</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> States the relationship between cultural practices and the environment. Lists the reasons why people create ceremonies to mark important occasions.
Stage 2 (cont.) Suggested time: 45 minutes.	Stage 3 Recording and shared reading. Group and teacher-directed. Suggested time: 45 minutes.	
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Identifies different customs, symbols and practices used in significant multicultural celebrations. Summarises the main facts from texts about belief systems of different groups in Australia. 	<p>Students read Student handout 6: <i>The Redfern Park statement</i>. In pairs they answer the following questions:</p> <ul style="list-style-type: none"> Who is Paul Keating talking about? In what ways has this culture been affected? Why did these changes occur? How do the Aboriginal people feel about these changes? <p>View excerpt from video, <i>Our multicultural society, Part 5: Richness In Diversity</i>. Alternative resource, CD-ROM: <i>Making multicultural Australia</i>.</p> <p>During viewing students record key ideas to complete the statement:</p> <p><i>Cultural diversity in Australia means...</i></p>	
	<p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <ul style="list-style-type: none"> Plans writing through discussion with others and by making notes, lists or drawing diagrams. Writes paragraphs that contain a main idea and elaboration of the main idea. 	

Stage 1		Stage 2
Discussion, generalisation, reading. Teacher-directed.		Research presentation. Teacher-directed.
Suggested time: 90 minutes.		
Activity	Outcomes and indicators	Activity
<p>Contact local council for information on events celebrated. Select a celebration to study.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • Who is involved? • How is it celebrated? • Why is it a celebration? • Why is it important for a community to celebrate? <p>Make generalisations, e.g. “Communities celebrate as well as families”, “Celebrations in our town bring people together.”</p> <p>Teacher gives students suitable non-fiction texts about celebrations. Students identify key ideas, e.g. what, why, who. Share with group.</p> <p><i>Ref: Foundations, Outlook, Momentum.</i> Connections series (Macmillan).</p> <p>Add celebrations from texts to a monthly calendar of celebrations.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Lists cultural events recognised by the family and groups in the community. • Identifies the importance of cultural and religious events in the community. • Explains the purpose of a celebration. 	<p>In pairs, students research selected celebration. Complete Student worksheet 3: <i>Celebration investigation</i>.</p> <p>Present to class. Add to display. Mark on monthly calendar of celebrations, created by Stage 3 group.</p> <p>Additional time will need to be provided for Stage 2 students to complete research task.</p> <p>Celebration detective:</p> <p>After research is presented to class, clues are given and students guess which celebration is the answer e.g.</p> <ul style="list-style-type: none"> • The Irish celebrate this on March 17th • This celebration begins with the year being named after an animal.
<p>ENGLISH RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <ul style="list-style-type: none"> • Reads a variety of factual texts. • Begins to read texts about less familiar topics. 		<p>ENGLISH RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.</p>

Stage 2 (cont.) Suggested time: 90 minutes.	Stage 3 Research, picture study, generalisation. Group. Suggested time: 90 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Identifies different customs, symbols and practices used in significant multicultural celebrations. Lists main facts from texts about belief systems of different groups in Australia. 	<p>Create a monthly calendar of celebrations. Enlarge calendar onto A3 paper. Record known celebrations for each month.</p> <p>Investigate and state country of origin for each celebration. State type of celebration, i.e. religious, community, family, cultural etc.</p> <p>Discuss why celebrations from many different countries are recognised in Australia.</p> <p>In small groups, students complete a picture comparison. Teacher gives each group 2 pictures of different cultural or religious ceremonies, e.g. Japanese and Australian weddings.</p> <p>Identify and record similarities and differences about the pictures on Student worksheet 4: <i>How do they compare?</i></p> <p>Ask students to complete the sentence:</p> <ul style="list-style-type: none"> It is important to celebrate special occasions, events and successes because... 	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> Compares and contrasts celebrations, Australian and global, and their origins. Identifies how groups have influenced Australian culture. Recognises the reasons why people create ceremonies to mark important occasions.
<ul style="list-style-type: none"> Finds information for specific purposes in factual texts. Obtains information from selected Internet and computer texts. 	<p>ENGLISH RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <ul style="list-style-type: none"> Interprets a variety of factual texts and photographs. Reads informational texts for interest and research. 	

PART D: How people celebrate

Stage 1		Stage 2
Guest speakers. Teacher-directed		Guest speakers. Teacher-directed.
Suggested time: 2 x 45 minute sessions.		
Activity	Outcomes and indicators	Activity
<p>Invite guest speakers to discuss cultural celebrations. Include member of local Aboriginal group and another community cultural group.</p> <p>In cooperative groups, using Teacher information 2: <i>What makes a celebration?</i>, complete matrix for Aboriginal celebrations. Ideas may be written on post-it notes before being added to matrix.</p> <p>Form generalisations about the way people celebrate e.g. Aboriginal people hold celebrations at sacred sites. Scottish people wear kilts to their celebrations.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Gathers and collates information about various celebrations. • Describes practices and rituals that reflect a group's beliefs. 	<p>Invite guest speakers to discuss cultural celebrations. Include member of local Aboriginal group and another community cultural group.</p> <p>In cooperative groups, using Teacher information 2: <i>What makes a celebration?</i>, complete matrix for Scottish celebrations (or celebrations of other local cultural group). Ideas may be written onto post-it notes before being added to matrix.</p> <p>Form generalisations about the way people celebrate e.g. Aboriginal people hold celebrations at sacred sites. Scottish people wear kilts to their celebrations.</p>
<p>ENGLISH TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</p> <ul style="list-style-type: none"> • While listening maintains eye contact with speaker (if culturally appropriate). 		<p>ENGLISH TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.</p>

Stage 2 (cont.) Suggested time: 2 x 45 minute sessions.	Stage 3 <div> Guest speakers. Teacher-directed. Suggested time: 2 x 45 minute sessions. </div>	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> • Gathers and examines information about celebrations in the local community. • Describes practices and rituals that reflect a group's beliefs. 	<p>Invite guest speakers to discuss cultural celebrations. Include member of local Aboriginal group and another community cultural group.</p> <p>Take notes on key ideas.</p> <p>As group leaders, use notes to lead discussions with Stage 1 & 2 students to complete matrix of celebrations using Teacher information 2: <i>What makes a celebration?</i></p> <p>Form generalisations about the way people celebrate e.g. Aboriginal people hold celebrations at sacred sites. Scottish people wear kilts to their celebrations.</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> • Gathers and examines information about the origins and purposes of multicultural celebrations in Australia. • Explains how various people celebrate. • Gives a reason for different celebrations.
	<p>ENGLISH TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p> <ul style="list-style-type: none"> • Listens to oral presentation and summarises main points. 	

Stage 1		Stage 2
Shared reading, retelling. Teacher-directed. Independent.		Recording. Group. Teacher-directed.
Activity	Outcomes and indicators	Activity
<p>Share Dreaming stories. Discuss the importance of storytelling in the past to retain cultural traditions (oral traditions). Is this still practised? (Refer to Australian yarns, folk tales). Ref: <i>Journeys Through Dreamtime</i> and <i>Stories from World's Religions</i>.</p> <p>Students plan their own retelling of a family celebration, using Student worksheet 5: <i>Retelling a special day</i>. Assist in sequence of events.</p> <p>Tape the retelling and then play recording to class.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Describes practices and rituals that reflect beliefs. • Recognises the role of primary source material in retaining cultural traditions. • Uses oral history as a way of expressing own culture. 	<p>Study a local cultural group. Investigate through maps, brochures, newspaper, streetwalk how this group has influenced the local community.</p> <p>In small groups students choose a different culture from the local area.</p> <p>On A3 paper they construct a mind map showing influences of this group.</p> <div data-bbox="815 786 1436 1252" data-label="Diagram"> <pre> graph TD A[Language, e.g. street and place names] --- B[Cultural group e.g. Scottish, Indian] C[Food] --- B D[Music] --- B E[Buildings, e.g. churches, temples, shops, monuments] --- B F[Symbols] --- B G[Festivals] --- B </pre> </div> <p>Share findings recorded on mind map with whole group.</p>
<p>ENGLISH RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.</p> <ul style="list-style-type: none"> • Predicts what a text is about from its cover and title. 		<p>ENGLISH RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.</p>

Stage 2 (cont.) Suggested time: 90 minutes.	Stage 3 Research. Independent. Suggested time: 90 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Identifies features of the local community that reflect cultural, linguistic and religious diversity. Describes the influence of a cultural group on the local community. Lists the origin of place names in the local area. 	<p>Students choose an Asia-Pacific country and research a national celebration. Students gather information using OHT 2: <i>Study of a celebration</i> and prepare a report.</p> <p>Information may be presented as an oral report, diorama, video, play, written as a newspaper article, description, brochure etc. Present to class. Reference for teachers: Board of Studies. <i>Work samples, English K-6</i>. Teaching and listening pp. 34 to 38.</p> <p>Are any of these events celebrated in Australia? Add to calendar of celebrations.</p> <p>Additional time will need to be provided for Stage 3 students to complete research task.</p>	<p>CUS3.4 Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> Explains how different cultural groups celebrate significant religious and non-religious events. Identifies the impact of cultural groups on practices in Australia.
<ul style="list-style-type: none"> Locates and sorts information on a topic from a variety of sources. Relates information in text to accompanying graphics. 	<p>ENGLISH RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.</p> <ul style="list-style-type: none"> Identifies a research topic and selects relevant and accurate information. Uses several strategies for finding information in texts, e.g. skimming, scanning, index. 	

PART E: Festival study

Stage 1		Stage 2
Festival study. Teacher-directed.		Festival study. Teacher-directed.
Suggested time: 4 hours.		
Activity	Outcomes and indicators	Activity
<p>Teacher selects a religious or cultural festival for which there is access to support resources (books, videos, community people, costumes, pictures, music, dance etc.).</p> <p>Read factual texts and stories related to the festival. Students add key ideas to matrix using Teacher information 2: <i>What makes a celebration?</i></p> <p>In cooperative groups students participate in a tabloid of activities related to the festival. If possible, invite community people to participate.</p> <p>An example of activities related to the Sikh Diwali festival is outlined in Student worksheets 6, 7, 8 and 9: <i>Diwali task cards</i>.</p> <p>Refer to Student handout 7: <i>The Story of Diwali</i>.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Gathers and collates information about various celebrations. • Describes some similarities and differences between the way people celebrate events. 	<p>Teacher selects a religious or cultural festival for which there is access to support resources (books, videos, community people, costumes, pictures, music, dance etc.).</p> <p>Read factual texts and stories related to the festival. Students add key ideas to matrix using Teacher information 2: <i>What makes a celebration?</i></p> <p>In cooperative groups students participate in a tabloid of activities related to the festival. If possible, invite community people to participate.</p> <p>An example of activities related to the Sikh Diwali festival is outlined in Student worksheets 6, 7, 8 and 9: <i>Diwali task cards</i>.</p> <p>Refer to Student handout 7: <i>The Story of Diwali</i>, and Student worksheet 10: <i>Diwali</i>.</p>
<p>ENGLISH RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <ul style="list-style-type: none"> • Uses a number of sources for information, including pictures, posters, CD-ROMs, signs, labels, books. • Follows simple written instructions. 		<p>ENGLISH RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.</p>

Stage 2 (cont.) Suggested time: 4 hours.	Stage 3 Festival study. Teacher-directed. Suggested time: 4 hours.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Gathers and examines information about celebrations in the local community. Identifies different customs, symbols and practices used in the local community. 	<p>Teacher selects a religious or cultural festival for which there is access to support resources (books, videos, community people, costumes, pictures, music, dance etc.).</p> <p>Read factual texts and stories related to the festival. Students add key ideas to matrix using Teacher information 2: <i>What makes a celebration?</i></p> <p>In cooperative groups students participate in a tabloid of activities related to the festival. If possible, invite community people to participate.</p> <p>An example of activities related to the Sikh Diwali festival is outlined in Student worksheets 6, 7, 8 and 9: <i>Diwali task cards</i>.</p> <p>Refer to Student handout 7: <i>The Story of Diwali</i>, and Student worksheet 11: <i>Happy Diwali</i>.</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> Identifies key ideas about festivals.
<ul style="list-style-type: none"> Interprets and follows short printed instructions. Interprets diagrams, photographs, and other still and moving graphics. 	<p>ENGLISH RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <ul style="list-style-type: none"> Interprets more complex maps, diagrams, photographs and other still and moving graphics. Follows more complex procedures. 	

PART F: Diversity around us

Stage 1		Stage 2
Recount, investigate symbols. Teacher-directed and group.		Recount, investigate symbols. Teacher-directed and group.
Activity	Outcomes and indicators	Activity
<p>Write a recount of the festival. (Review recount text structure if necessary.)</p> <p>Ask students to list and draw symbols which were part of the festival. State what each symbol represents.</p> <p>Discuss how symbols reflect the beliefs of a group.</p>	<p>CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> • Recognises the importance of cultural and religious events in the community. • Describes some similarities and differences between the ways people celebrate events. 	<p>Write a recount of the festival. (Review recount text structure if necessary.)</p> <p>Ask students to list and draw symbols which were part of the festival. State what each symbol represents.</p> <p>Discuss how symbols reflect the beliefs of a group.</p> <p>In pairs students choose another celebration. They list and draw symbols related to that festival.</p> <p>Students investigate what these symbols represent. They report to group. Add to class display.</p> <p>Discuss how symbols reflect the beliefs of a group.</p>
<p>ENGLISH WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> <ul style="list-style-type: none"> • Writes short recounts of personal experience. 		<p>ENGLISH WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.</p> <ul style="list-style-type: none"> • Writes more involved recounts.

Stage 2 (cont.) Suggested time: 60 minutes.	Stage 3 Brainstorm, mapping, writing. Teacher-directed. Suggested time: 60 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p> <ul style="list-style-type: none"> Identifies different customs and symbols used in multicultural celebrations. Describes the significance of symbols in religious beliefs and practices. Explains how symbols reflect beliefs. 	<p>Students brainstorm ways in which we have adapted elements from other cultures, e.g. words (<i>ketchup, spaghetti, taco, sandwich</i>), clothes (sarong, poncho, pyjamas), buildings (gazebo, pergola, veranda), games (bocce, basketball, skipping).</p> <p>Ref: Use dictionaries that include derivations such as <i>The Australian Concise Oxford Dictionary</i> (e.g. <i>verandah</i> is derived from the Hindi word <i>varanda</i>)</p> <p>NSW Department of Education and Training <i>Teaching Spelling K-6</i>: (Etymological Knowledge, pages 71 & 72)</p> <p>On a world map students locate and label the countries where these elements of cultural diversity have originated.</p> <p>Students are asked to describe how these influences have affected their lifestyles by writing a description of part of their day. (Teacher may complete a joint construction with students or review structure description texts structure).</p> <p>Ref. for teachers: Board of Studies. <i>Work samples, English K-6</i>, pages 109-111</p>	<p>CUS3.4</p> <p>Examines how cultures change through interactions with other cultures and the environment.</p> <ul style="list-style-type: none"> Describes the cultural diversity that exists in Australia today. Explains cultural influence on communities. Identifies some sources of cultural diversity in Australia.
	<p>ENGLISH WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <ul style="list-style-type: none"> Writes detailed descriptions. 	

PART G: Celebrating diversity

Stage 1		Stage 2
Sharing circle. Collage. Teacher-directed.		Sharing circle. Collage. Teacher-directed.
Activity	Outcomes and indicators	Activity
<p>In a sharing circle, students give examples of how different cultures have influenced the way we live in Australia e.g. different languages, diverse food choices, various celebrations, tolerance, prejudice.</p> <p>Teacher draws an outline of Australia on a large piece of paper. The shape is then cut up into segments, one for each student.</p> <p>Each student draws an aspect of what it means to be a multicultural nation. Students label each segment with key concept or idea.</p> <p>Students join pieces back together to create a collage of multicultural Australia.</p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> Identifies aspects of multiculturalism in the local community. 	<p>In a sharing circle, students give examples of how different cultures have influenced the way we live in Australia e.g. different languages, diverse food choices, various celebrations, tolerance, prejudice.</p> <p>Teacher draws an outline of Australia on a large piece of paper. The shape is then cut up into segments, one for each student.</p> <p>Each student draws an aspect of what it means to be a multicultural nation. Students label each segment with key concept or idea.</p> <p>They join pieces back together to create a collage of multicultural Australia.</p>
Stage 1		Stage 2
Attitudes and values clarification. Independent and teacher-directed.		Attitudes and values clarification. Independent and teacher-directed.
<p>Students are given a copy of Student worksheet 12: <i>How do you feel?</i></p> <p>Teacher leads students through each sentence. Students independently record their feelings.</p> <p>Students share choices with the group and class.</p> <p>Unit evaluation, Student worksheet 13: <i>What do you think about...?</i></p>	<p>CUS1.4</p> <p>Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <ul style="list-style-type: none"> Recognises that a person's viewpoints are influenced by his or her beliefs, values and attitudes. Recognises own level of acceptance of different racial, ethnic, national and religious groups. 	<p>Students are given a copy of Student worksheet 12: <i>How do you feel?</i></p> <p>Students independently complete grid then discuss choices with a partner.</p> <p>They share choices and issues with class.</p> <p>Unit evaluation, Student worksheet 13: <i>What do you think about...?</i></p>

Stage 2 (cont.) Suggested time: 60 minutes.	Stage 3 Sharing circle. Collage. Teacher-directed. Suggested time: 60 minutes.	
Outcomes and indicators	Activity	Outcomes and indicators
CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities. <ul style="list-style-type: none"> Identifies aspects of multiculturalism in Australia 	<p>In a sharing circle, students give examples of how different cultures have influenced the way we live in Australia e.g. different languages, diverse food choices, various celebrations, tolerance, prejudice.</p> <p>Teacher draws an outline of Australia on a large piece of paper. The shape is then cut up into segments, one for each student.</p> <p>Each student draws an aspect of what it means to be a multicultural nation. Students label each segment with key concept or idea and create a collage.</p> <p>They join pieces back together to create a collage of multicultural Australia.</p>	CUS3.4 Examines how cultures change through interactions with other cultures and the environment. <ul style="list-style-type: none"> Identifies how cultural diversity has influenced the way Australians live.
Stage 2 (cont.) Suggested time: 30 minutes.	Stage 3 Attitudes and values clarification. Independent and teacher-directed. Suggested time: 30 minutes.	
CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities. <ul style="list-style-type: none"> Recognises that people's viewpoints are influenced by their beliefs, values and attitudes. Develops own level of acceptance of different racial, ethnic, national and religious groups. Gives reasons for these viewpoints. 	<p>Students are given a copy of Student worksheet 12: <i>How do you feel?</i></p> <p>Students independently complete grid, then discuss choices with a partner.</p> <p>They share choices and issues with class.</p> <p>Unit evaluation, Student worksheet 13: <i>What do you think about...?</i></p>	CUS3.4 Examines how cultures change through interactions with other cultures and the environment. <ul style="list-style-type: none"> Recognises that people's viewpoints are influenced by their beliefs, values and attitudes. Recognises own level of acceptance of different racial, ethnic, national and religious groups. Justifies these choices.

Resources

NSW Department of School Education (1997). *Choosing literacy strategies that work*, Stage 2

Curriculum Corporation (1999). *Discovering Democracy Australian Readers – Middle Primary Collection* (sent free to all schools)

Curriculum Corporation (1999). *Discovering Democracy Australian Readers – Middle Primary Teacher Guide* (sent free to all schools)

Goneri, Anita. (1998). *Journeys Through Dreamtime*. Macdonald Young Books, Hove, England.

Goneri, Anita. (1998). *Stories from World's Religions*. Macdonald Young Books, Hove, England.

Our Multicultural Society. Video: *The Australia Today Series*. Visual Media Pty Limited

Board of Studies (1999). *Making multicultural Australia* (CD-ROM)

Shiman, David A. and McLean, Barbara J. (1991). *The Prejudice Book*. Common Ground

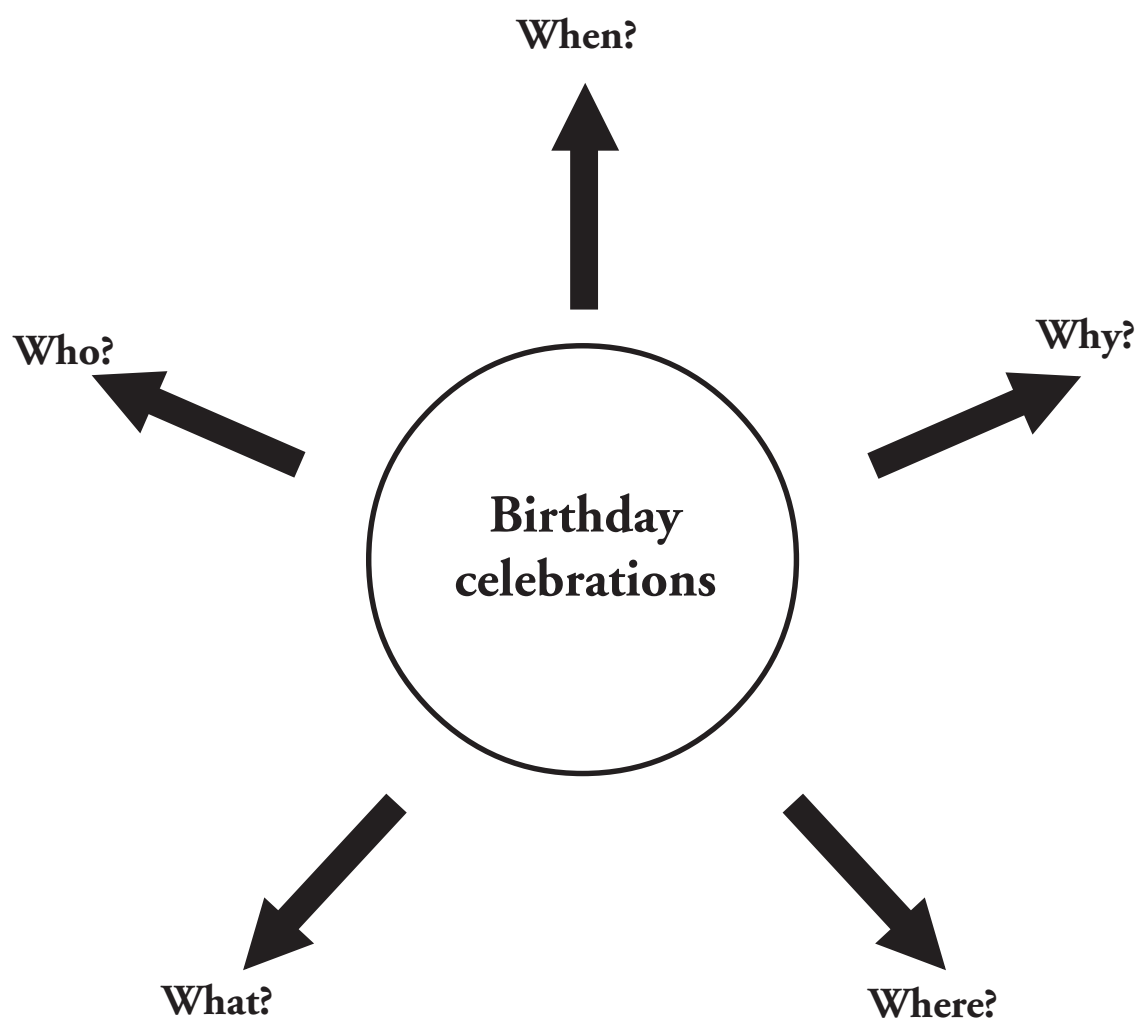


Classroom resources



Birthday word web

How do we celebrate birthdays?
Write or draw your ideas.

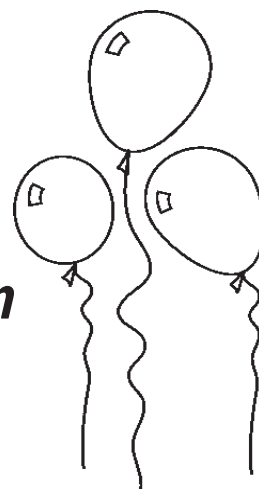




How I celebrate

Write the name of the celebration: _____

<p>When? Date: Day/month</p>	<p>Who? People who share your celebration</p>
<p>What?</p>	
<p>Where? Places: At home, in a restaurant, park, church, temple...</p>	<p>Why?</p>



Investigation of a celebration

by _____

When

Where

Purpose

REPORT ON

Special behaviour

Symbols

Music

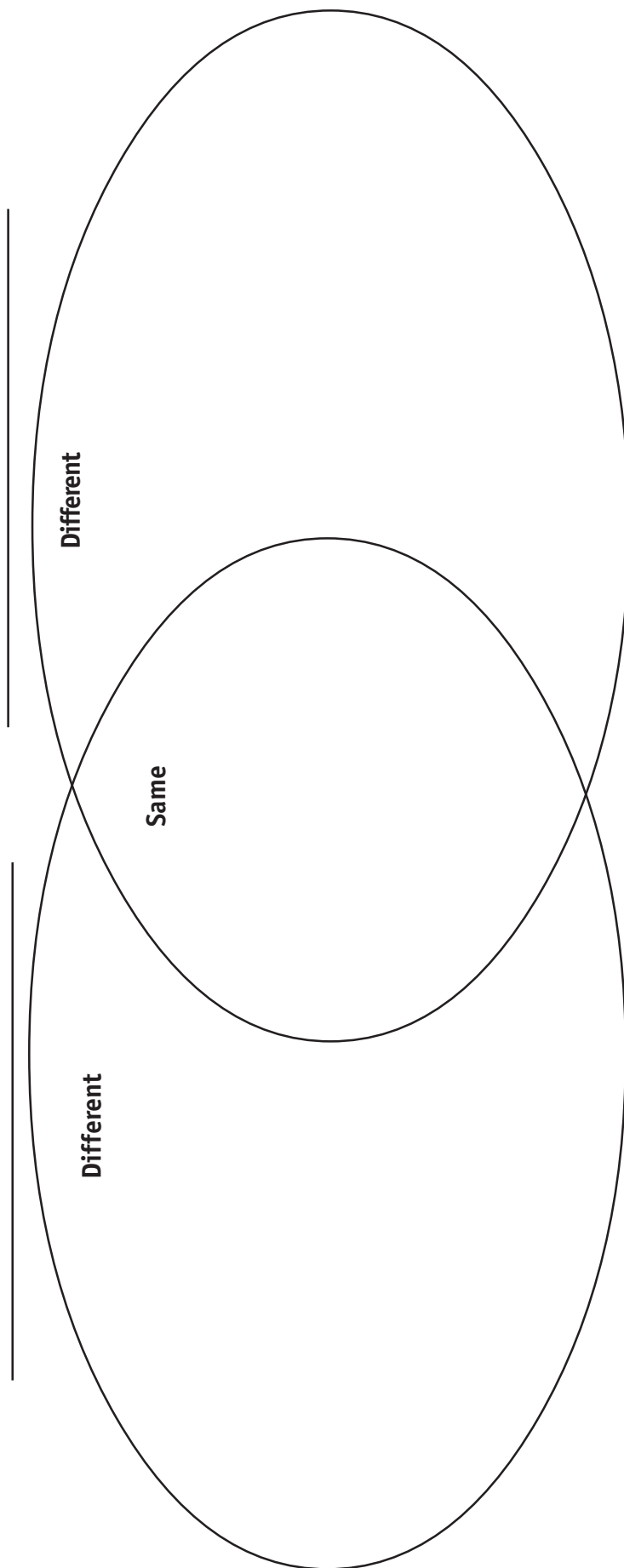
Gifts

Food

Music

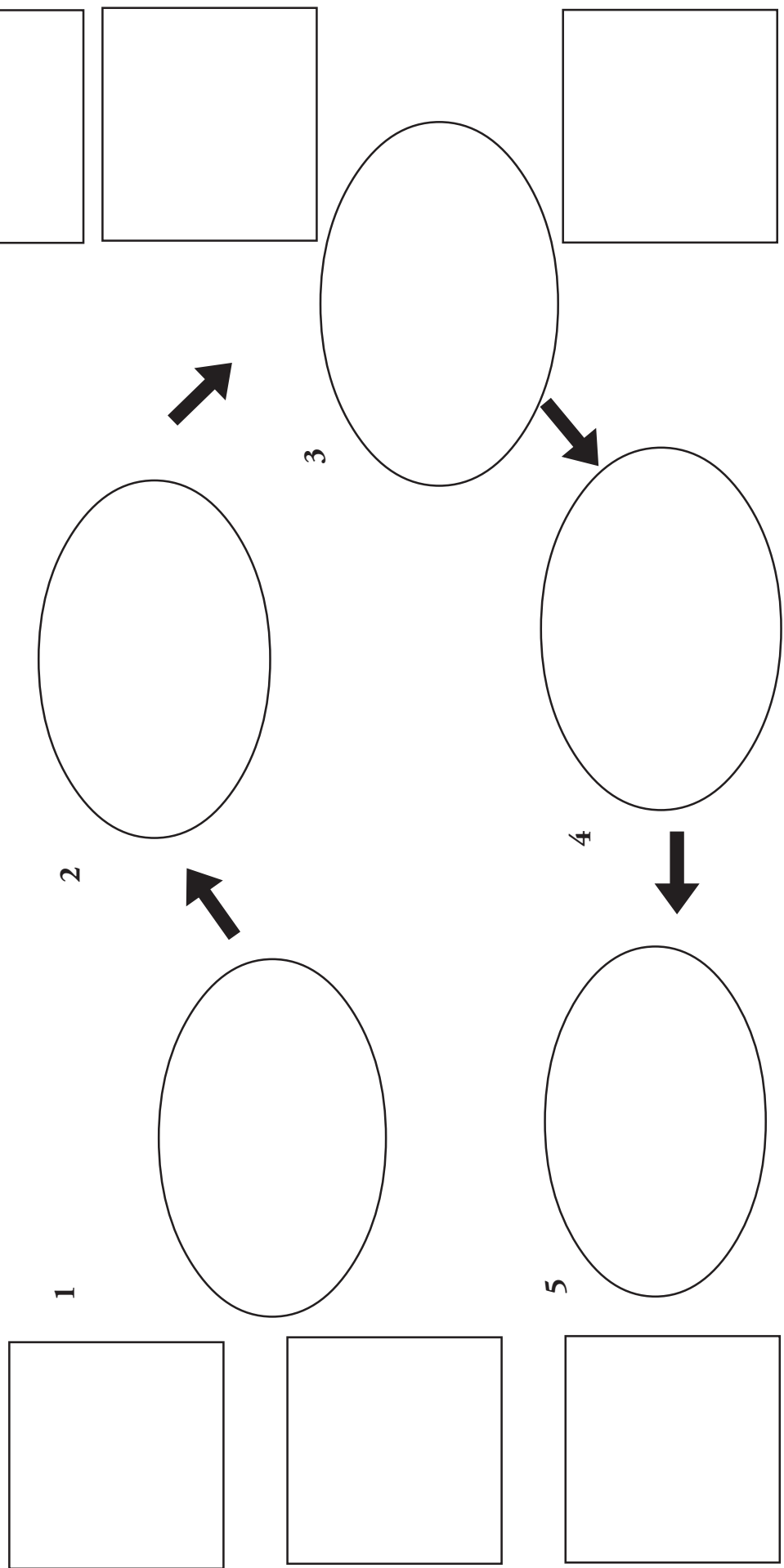
How do they compare?

Write the title of the celebration picture on each side.
List differences on each side and similarities in the middle.



Retelling a special day

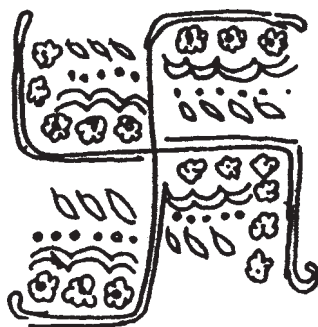
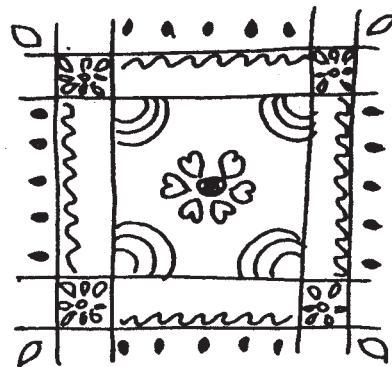
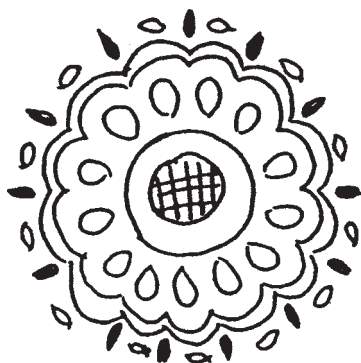
Draw and write clues for your retelling in the boxes around the edges of the page.
Draw and write the events of your special day in the correct order using the clues.
Practise your retelling with a friend. Record onto a tape.



Task card 1: Rangoli patterns

During Diwali, people decorate their doorsteps outside their houses with colourful Rangoli patterns. *Rangoli* means *mixture of colours*. The patterns are made from coloured rice-flour paste. They are a symbol of good fortune for the coming year.

Rangoli patterns are usually geometrical. Here are some examples:



Design your own Rangoli pattern, then decorate it using:

- coloured chalk on black paper. To prevent smudging coat it with hairspray when finished.
- dyed rice. Glue to pattern with PVA glue.
- crayons and dye wash on paper
- chalk on doorstep of classroom.

Task card 2: *Writing Punjabi*

Punjabi is the dialect spoken in the state of Punjab, in northern India. Locate Punjab on a map of the world or India.

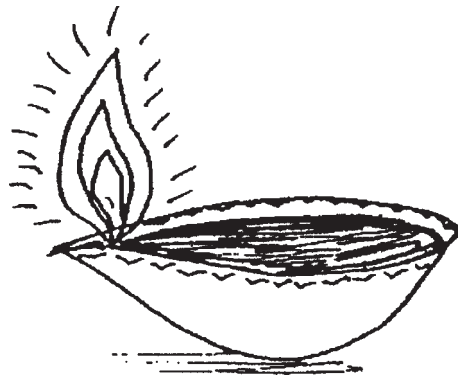
Trace or colour the word *Diwali* written in Punjabi.



Diwali

Task card 3: *Diwa: oil lamp*

Make your own oil lamp and light up your classroom to celebrate Diwali.

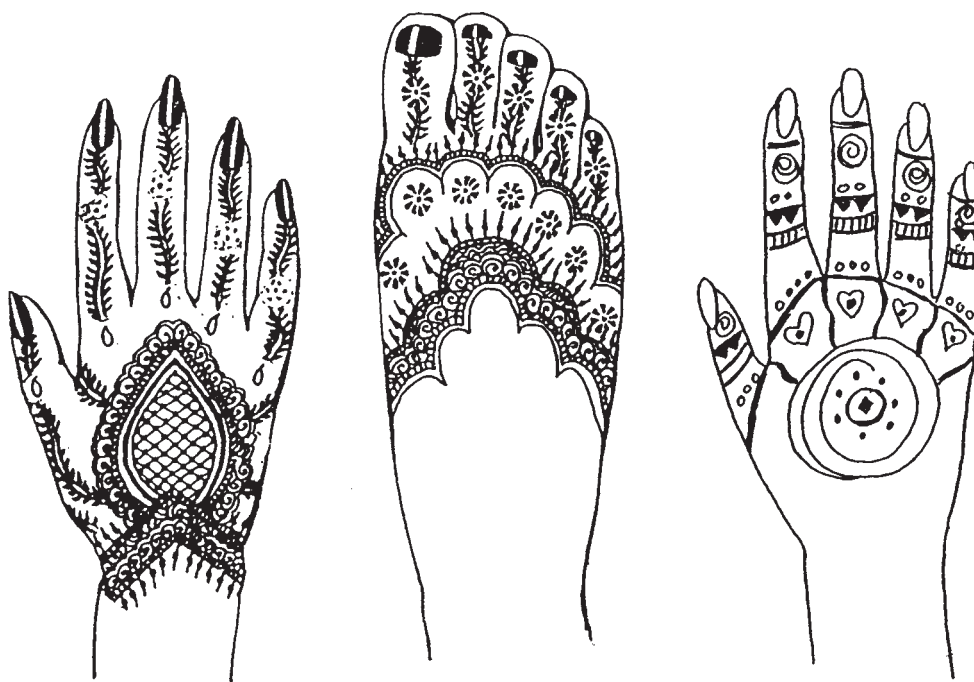


1. Make a small pinch pot using clay or playdough.
2. Shape a lip on one side as shown in the picture.
3. Allow to dry.
4. Decorate outside of oil lamp with paint.
5. Fill with cooking oil.
6. Make a wick using a cotton ball. Rub the cotton ball between the palms of your hand to make a long, thin wick.
7. Dip the wick into oil then place it onto the lip of the lamp.
8. Light your lamp.

Alternatively use tea candles instead of oil and wick.

Task card 4: *Mendhi hand painting*

An Indian custom is to decorate hands and feet for festivals and special occasions. The intricate patterns are drawn on using henna, known in India also as mendhi.



1. Use a toothpick to create your mendhi patterns on your hand.
2. Keep your hand still and allow the mendhi to dry.
3. Wash hands.
4. Your mendhi pattern will be on your hand to admire for about a week.

The teacher will need to make mendhi paste before the lesson.
Mix henna powder with a cup of hot water and 6 or 7 tea bags to form a thick paste.
Allow to stand for about an hour before applying to hands.
Note: Paste will stain clothes.

Alternatively trace hand onto a sheet of paper and decorate with orange textas, crayons or pencils.

ਦੀਵਾਲੀ

Diwali

The festival of lights is called _____ .

The little clay lamps are called _____ .

We paint this on our hands: _____ .

These light up the sky at Diwali: _____ .

Choose the correct words to complete the above sentences

mendhi

cards

diwa

Diwali

fireworks



ਸ਼ੁੱਭ ਦੀਵਾਲੀ

Shub Diwali

HAPPY DIWALI

People all over India celebrate _____.

It is both a Sikh and Hindu celebration, although it has different _____.

Diwali is both a _____ and a _____ festival.

Diwali usually falls in late _____ or early _____.

At Diwali people decorate their homes with clay lamps called _____.

_____ patterns are painted on doorsteps to bring _____ for the coming year.

People exchange _____ and _____ at Diwali. They also prepare _____ and _____ sweets.

Diwali is a great time for celebrating. _____ light up the night skies.

_____ are painted with henna dye called _____.

Just as we enjoy Christmas in Australia, Diwali is celebrated and enjoyed by Indians all over the world.




























Choose the correct words to complete the above sentences.

lights	seasonal	Diwali	November
religious	luck	diwas	cards
October	Rangoli	hands	mendhi
gifts	fireworks	eat	origins

How do you feel?

Attitudes and values grid

Colour in the face to show the way you feel....

	Yes	Maybe	No
It is great to live in a place with people from many different countries.			
Most people accept others who are different.			
I would like to be friends with someone from a different cultural background.			
It is important to welcome new people to our community.			
I am friendly towards new students at our school.			
You do not have to be kind to everyone.			
Adults should go to gaol if they are racist.			
Everyone who lives in Australia should learn to speak English.			
I treat others the way I would like to be treated.			

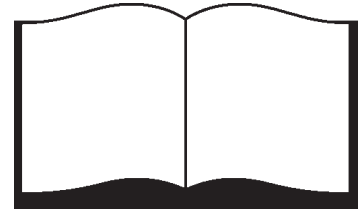
What do you think about...?

Attitudes and values grid

Tick the one which is closest to the way you feel. You may tick:
Strongly agree (SA) Agree (A) Disagree (D) Strongly disagree (SD)

	SA	A	D	SD
Australia is a better place to live because it is a multicultural society.				
People from different countries shouldn't live in the same area.				
Our community accepts that people from different cultures may have different beliefs.				
People should speak only English while in public places.				
People who make racist comments should be fined.				
Students at our school are tolerant towards people who are different.				
People from other countries should not be allowed to come and live in Australia.				
I would welcome new arrivals as neighbours in my street.				
It's okay to be prejudiced if you don't hurt someone's feelings.				
Everyone should have equal rights.				
I treat others the way I would like to be treated.				

How have your attitudes and values changed while doing this unit?



Role-plays

Scenario 1

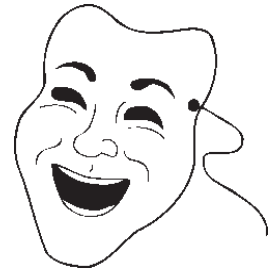
You have recently made friends with a new student named Teresa. Teresa is a newly arrived migrant to Australia and is often teased by the other students because she does not speak English and looks different from the other students at your school. Your school is having a Mini-Olympics, a special sports day. As one of the house captains, your teacher has asked you to organise the students into teams. This will be easy, except Teresa is not very good at sports and no one else will want her in their team. You are also keen to have a good team because you have a chance of winning this year.

What should you do?

Scenario 2

You have been invited to Yang's birthday party. You really like Yang but have noticed he is having problems fitting in at his new school. All of your friends are of the same ethnic background and they can't understand why you would want to hang around with Yang. Raymond is also having a party on the same night as Yang. You know that you are Yang's only guest, but if you don't go to Raymond's party they might kick you out of the group.

What should you do?



Discussion cards

No one should be prejudiced.

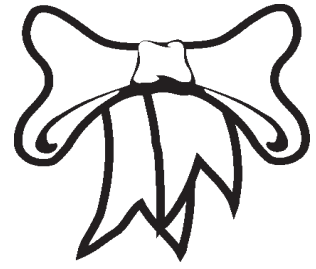
Being proud of yourself is important.

Australia is the lucky country.

You should never hurt anyone's feelings.

It is better to know many different people.

Parties are the best way to have fun.



Celebration words

Write each word and its meaning in your book. Use a dictionary to check the definition.

Celebration

Festival

Commemoration

Religious

Ritual

Shrine

Beliefs

Values

Traditions

Initiation

National

Cultural

Write the meaning of these terms in your own words:

Rites of passage

Cultural diversity

Rites of passage: funerals

Rites of passage celebrate different stages in somebody's life, such as christenings or namings, birthdays, weddings or funerals.

The rites ceremony marking the end of someone's life is called a funeral. The funeral customs vary between religious groups but they have the common purpose of showing respect and love for the person who has died. It is also a time when friends and relatives mourn the person's death.

In families in Australia where Christian practices are followed, people are buried in a grave or cremated following a religious service in a church; however, this is not the custom followed throughout the world.

India

Hindus believe that the soul never dies and that, at the moment of death, it is trapped in the skull. To release the soul from the body they have a cremation, or sacred fire. The cremation is a religious custom, and sacred scriptures are chanted while the body is burned to give the soul peace.

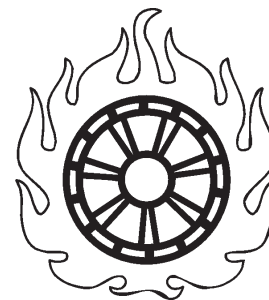
Before cremation the body is bathed, dressed, wrapped in new cloth and placed on a stretcher. Leaves of the sacred tulsi plant and a piece of gold are placed in the mouth. The stretcher is then carried to the funeral pyre. The body is placed on a pyre, a pile of wood, which has been built in such a way that most of the heat goes towards the skull. The eldest male relative walks around the pyre several times with a burning piece of wood, then lights the pyre. Fragrant items, such as camphor, sandalwood and saffron, are added to the pyre. After the cremation the family leave the pyre. On the third day the ashes, flowers and bones are collected and scattered in a river, because rivers are sacred to Hindus.

Irian Jaya

The Dani people's customs have been influenced by the Christian and Muslim religions. However their traditional practices are different. A small chair is made for the corpse from sticks of wood and grass.

Gifts of shell money and trading stones are placed next to the chair. When the relatives place the body in the funeral pyre, the chair is taken apart to start the fire. A man holds a clump of grass above the burning body and an arrow is shot through it to represent the release of the dead person's soul. Dani believe that a person's ghost lives in the forest. Women sing songs of mourning, cry and rock their bodies in time with their crying throughout the funeral. At the funeral feast, the relatives give away the gifts that were placed next to the chair.

Important chiefs were once preserved by smoking over a fire. These smoked mummies were kept in a special hut and honoured by the village people. This practice no longer takes place.



Tibetan Buddhist New Year

Losar

The Buddhists in Tibet celebrate their New Year at a festival called Losar. It is believed that, if the New Year begins well, then the rest of the year will bring good luck.

The Buddhists in Tibet believe all the bad and unhappy memories from last year should be chased away and unfinished business cleared up. Before Losar, the houses are cleaned and special foods are cooked. One dish called *guthok* contains nine special ingredients. One ingredient is a piece of charcoal and anyone who gets it is said to have a very black heart!

The last day of the old year is a very important religious celebration. People visit monasteries and give gifts to monks as well as to the poor and sick. They also perform rituals to drive out evil spirits. In one ritual, the monks wear ugly masks and colourful robes and perform a dance about a struggle between good and evil. Another ritual is to go through homes with lighted torches, shouting and letting off firecrackers to drive out evil spirits. People also decorate their homes with coloured banners and draw signs in flour around their homes to bring good luck.

Losar begins on the first day of the New Year. Everyone tries to get off to a good start by getting up early and going to the nearest well to wash; then they put on clean clothes. Offerings such as dough models called *torma* are placed on household shrines. Families celebrate by giving presents, visiting neighbours, and having feasts, dances and archery competitions.

After these family celebrations is the Great Prayer Festival. It starts on the fourth day of the month and goes until the twenty-fifth day. Sculptures made from butter are displayed in monasteries and traditional Tibetan stories are told at puppet shows. Prayers are chanted and are thought to bring a successful and happy year.



The importance of water

Read the information below and underline the key words. Draw a mind map to show how water is used in ceremonies and celebrations according to religious beliefs.

Water is a basic human need but, in many cultures around the world, water also has religious significance. Water is considered to be sacred according to a variety of spiritual beliefs.

In India, the Hindus believe that the River Ganges is holy. Other rivers in India are also thought to be sacred. According to Hindu beliefs and legends, the rivers are goddesses, the Ganges being the most sacred. All Hindus hope to bathe in the River Ganges at least once in their lifetime as they believe it has the power to wash away sins. People make *pilgrimages* from all over India to bathe in the river at the city of Varanasi and to carry the holy water home. The Ganges also provides a resting place for the ashes of the dead.

For people who follow the Christian faith, water also has an important role. Christians take part in a ceremony called *baptism* or *christening*. This marks the beginning of someone's life as a member of the Christian family. At the baptism, babies have holy water sprinkled or poured on their heads. It is believed that the water cleans and gives new life. In some Christian traditions, people are not baptised until they are adults. This is often done at a river, with the person being dipped in water and raised out again.

Buddhist practices also involve water. In homes and temples a *shrine* is built and people place before the shrine objects that are thought to be holy. One of these objects is water. Buddhists put pots of water that symbolise such things as touch, healing and satisfaction of thirst. This is one way they honour their god, Buddha. Another Southern Buddhist practice at the New Year Festival is to wash the Buddha statues with scented water. They also build a dome of sand on the river banks. When the New Year begins, the river carries away the sand, just as past bad deeds should be cleared away.

Followers of Shinto, a Japanese religion, believe that spirits live in nature including trees, rocks and water. They worship their gods at shrines. Before entering the shrine, people must rinse their mouth and wash their hands. This ritual washing means cleansing, both inside and outside the body.

In a country as dry as Australia, the Aboriginal people knew the importance of managing water. The hunting and gathering lifestyle of Aboriginal people had little negative impact on waterways or wetlands. Dreaming stories are often linked to rules to protect waterholes. In desert areas the origins and location of waterholes are contained in Dreaming stories and this information is passed on to each person during childhood. The Aboriginal people have a special relationship with the land and places such as waterholes.

The Redfern Park statement

Extract of an address by Paul Keating
(former Prime Minister), 1992

As I said, it might help us if we non-Aboriginal Australians imagined ourselves dispossessed of the land we had lived on for fifty thousand years – and then imagined ourselves told it had never been ours.

Imagine if ours was the oldest culture in the world and we were told it was worthless.

Imagine if we had resisted this settlement, suffered and died in the defence of our land and then were told in history books that we had given up without a fight.

Imagine if non-Aboriginal Australians had served their country in peace and war and were then ignored in the history books.

Imagine if our feats on the sporting fields had inspired admiration and patriotism and yet did nothing to diminish prejudice.

Imagine if our spiritual life was denied and ridiculed.

Imagine if we had suffered injustice and then were blamed for it.

It seems to me that if we can imagine the injustice we can imagine its opposite.

And we can have justice.

The Story of Diwali

Once upon a time, in an Indian city called Ayodhya, there lived Prince Rama and Princess Sita.

The Prince and Princess were loved by all in the kingdom, except for the jealous Queen Kayki.

When the King announced that Prince Rama would be crowned King as soon as he retired, Queen Kayki was very angry.

She went to the King and asked him: “Do you remember when I saved your life and you promised to give me anything I wanted?”

“Yes, I do,” replied the King.

The wicked Queen said, “Well now I want you to send Rama and Sita to live in the forest like poor people for fourteen years.”

The King was very angry with Queen Kayki, but was bound by his promise, so the Prince and Princess had to leave Ayodhya.

One day in the forest, when the Prince was out hunting for food, the evil King Ravana, who had been spying on the Princess, quickly flew up to Princess Sita. He took her away to his kingdom called Lanka.

When the Prince returned, he looked everywhere but could not find his beautiful Princess.

The news that Princess Sita was missing spread quickly, and all of Prince Rama’s friends from near and far came to help find her.

They travelled all over the country and then finally the Prince’s loyal friend, Hanuman, said he had seen the Princess in King Ravana’s Kingdom of Lanka.

When King Ravana heard that Prince Rama was on his way to save his Princess, he sent his army to stop him. However, Prince Rama was a great warrior and he defeated King Ravana and his army. To everyone’s delight the Princess was saved, and by now the fourteen years had passed, so the Prince and Princess could finally go home.

The night that the Prince and Princess were to arrive in Ayodhya was the darkest of all nights. So all the people in Ayodhya put candles and colourful decorations everywhere to welcome them as the new King and Queen of Ayodhya.

Since then, this day has been called Diwali, or the Festival of Lights, and most Indians celebrate it as their new year.

Diwali means a row of lights and is one of the most widely celebrated festivals in India. A week before Diwali, homes, shops and offices are cleaned and redecorated. Lamps and candles are placed in every window. Before the new year, financial problems are sorted out, accounts are closed and disagreements between families and friends are resolved. It is also a time when people worship a god or guru, depending upon their religion.

Why we celebrate

<i>TYPE of celebration</i>	<i>PURPOSE of celebration</i>
Family	
Community	
Calendar	
Cultural	
Religious	
National	
International	

Study of a celebration

Introduction:

Body of research:

- ◇ Where did it originate? (country, people, religion)
- ◇ Why is it important? (purpose)
- ◇ Who participates? (people involved, men, women, religious leaders)
- ◇ When does it occur? (date, time of year)
- ◇ What special practices and rituals occur?
- ◇ Where is it celebrated? (countries, place of worship, homes, streets)
- ◇ Does this celebration occur in Australia today?

Conclusion:

Why we celebrate

EXAMPLES of celebration	TYPE of celebration	PURPOSE of celebration
Weddings Birthdays Christenings Initiation ceremony Anniversaries	Family	...mark a special time in our lives
Local show Fete Local festival Eisteddfod	Community	...share events important to people in the local area
Cane harvest New Year Events in history First day of spring	Calendar	...celebrate events related to time, such as seasons, harvest, a new year
Festival of Sydney Big Day Out Melbourne Cup Cultural festivals	Cultural	...share events important to groups in the community
Ramadan Christmas Easter Passover St David's Day Bogong Moth Festival	Religious	...held to honour gods, saints and holy people
Clean up Australia Day Australia Day NATSI week Labour Day ANZAC Day	National	...recognise events that are important to Australia
World Environment Day Olympic Games International Women's Day	International	...recognise events important to all countries

Additional reference

Discovering Democracy kit:

Middle Primary Unit, *We Remember*, pages 87 to 97

Provides other examples and information on some national, cultural and international days celebrated in Australia.

What makes a celebration?

Enlarge matrix onto chart paper or board. As each group completes research, details are added.

Celebration	Purpose and origin	When	Food	Clothing	Gifts	Music	Other practices